



Grassy Pond Elementary

1146 Boiling Springs
Gaffney, South Carolina

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 496 Students | |
| Principal | Mrs. Nanette A. Ruppe | 864-487-1256 |
| Superintendent | Dr. William B. James | 864-902-3500 |
| Board Chair | Mr. Billy Blackwell | 864-902-3542 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|-----------------|----------------|
| 2008 | Average | At-Risk |
| 2007 | Average | At-Risk |
| 2006 | Average | At-Risk |
| 2005 | Good | Average |
| 2004 | Good | At-Risk |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

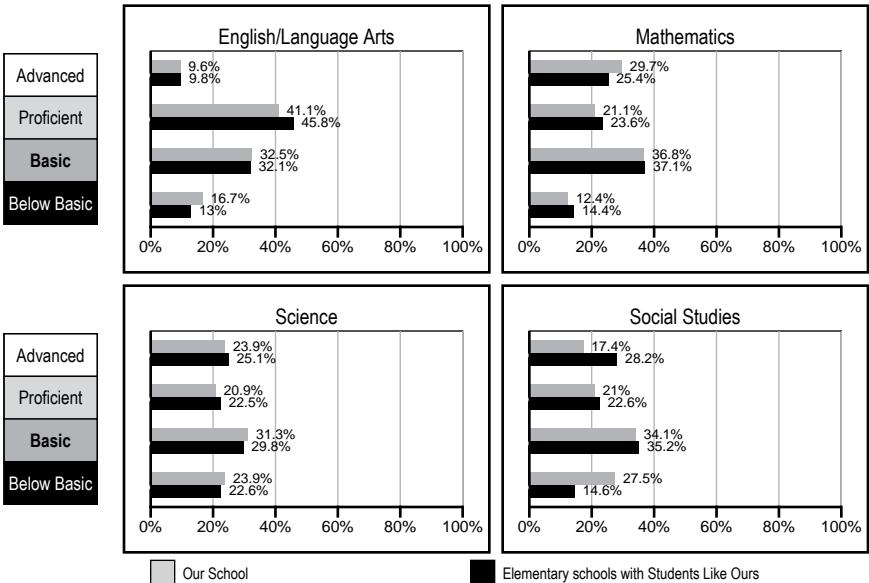
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 7 | 19 | 21 | 2 | 0 |

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

| | |
|-------------|---|
| Advanced | Exceeded expectations, Very high score, very well prepared to work at next grade level |
| Proficient | Met expectations, Well prepared to work at next grade level |
| Basic | Met standards, Minimally prepared, can go to next grade level |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=496) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 0.2% | Up from 0.0% | 1.6% | 2.3% |
| Attendance rate | 96.9% | Down from 97.1% | 96.7% | 96.3% |
| Eligible for gifted and talented | 20.5% | Up from 16.7% | 18.8% | 10.4% |
| With disabilities other than speech | 2.2% | Down from 3.4% | 6.8% | 7.5% |
| Older than usual for grade | 0.0% | Down from 0.3% | 0.3% | 0.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=31) | | | | |
| Teachers with advanced degrees | 67.7% | Down from 68.8% | 60.0% | 56.7% |
| Continuing contract teachers | 93.5% | Up from 90.6% | 80.0% | 77.3% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 95.4% | Up from 93.6% | 87.6% | 86.4% |
| Teacher attendance rate | 95.2% | Up from 94.5% | 95.2% | 94.9% |
| Average teacher salary | \$47,069 | Up 4.3% | \$46,664 | \$45,345 |
| Professional development days/teacher | 8.8 days | Down from 9.2 days | 12.5 days | 12.6 days |
| School | | | | |
| Principal's years at school | 1.0 | No Change | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 20.5 to 1 | Up from 20.3 to 1 | 20.4 to 1 | 18.5 to 1 |
| Prime instructional time | 91.9% | Up from 91.2% | 90.3% | 89.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 92.6% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil* | \$5,566 | Down 2.4% | \$6,689 | \$7,052 |
| Percent of expenditures for instruction* | 72.7% | Up from 69.6% | 70.6% | 69.1% |
| Percent of expenditures for teacher salaries* | 71.3% | Up from 68.6% | 65.7% | 64.2% |

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Grassy Pond had a very successful year in 2007-2008. Administration, teachers and staff, students, parents, and community worked cooperatively to accomplish many things.

By prioritizing literacy, students improved in all subjects across the curriculum. Through assessment practices, such as Dominie and analysis of MAP data, teachers set reasonable academic goals for students, made wise instructional decisions, and saw increases in MAP scores and classroom performances for all students. With a continued emphasis of technology through the use of document cameras, Promethean Boards, and CPS units, students enjoyed and participated in daily activities and teachers offered innovative and differentiated instruction.

The School Improvement Council met regularly to complete a School Renewal Plan, while the Parent Teacher Organization continued to raise money for classroom materials and supplies, field trips, and technology.

Mr. Ryan Godfrey was named Teacher of the Year, and Mrs. Jan Lowry was named Distinguished Teacher of Reading.

The students continued to demonstrate service to others by raising more than \$5000 for St. Jude's Children's Hospital, Cherokee County Children's Home, March of Dimes, and Relay for Life.

Mrs. Nanette A. Ruppe, Principal
Mrs. Crissy Swofford, SIC Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 33 | 77 | 62 |
| Percent satisfied with learning environment | 87.9% | 87.0% | 86.9% |
| Percent satisfied with social and physical environment | 87.9% | 87.8% | 90.3% |
| Percent satisfied with school-home relations | 97.0% | 89.3% | 83.9% |

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 0.0% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 0.0% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.9% | 94.0% | Yes |

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 213 | 100 | 16.7 | 32.5 | 41.1 | 9.6 | 61.7 | 43.2 | 48.2 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 108 | 100 | 21.5 | 33.6 | 40.2 | 4.7 | 55.1 | 36.1 | 41.7 | N/A | N/A |
| Female | 105 | 100 | 11.8 | 31.4 | 42.2 | 14.7 | 68.6 | 50.4 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 156 | 100 | 11.7 | 31.2 | 45.5 | 11.7 | 69.5 | 50.3 | 60 | Yes | Yes |
| African American | 40 | 100 | 27.5 | 37.5 | 30 | 5 | 42.5 | 27.6 | 31.7 | Yes | Yes |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 64.7 | 70.4 | I/S | I/S |
| Hispanic | 15 | 100 | 46.2 | 38.5 | 15.4 | 0 | 23.1 | 18.9 | 38.4 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 15 | 100 | 50 | 42.9 | 7.1 | 0 | 14.3 | 13.6 | 16 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 16 | 100 | 35.7 | 35.7 | 28.6 | 0 | 35.7 | 21.9 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 76 | 100 | 35.6 | 41.1 | 20.5 | 2.7 | 34.2 | 31.3 | 34 | No | Yes |

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 213 | 100 | 12.4 | 36.8 | 21.1 | 29.7 | 63.6 | 43.8 | 45.8 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 108 | 100 | 13.1 | 34.6 | 23.4 | 29 | 61.7 | 43.1 | 45.6 | N/A | N/A |
| Female | 105 | 100 | 11.8 | 39.2 | 18.6 | 30.4 | 65.7 | 44.5 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 156 | 100 | 5.2 | 37 | 22.7 | 35.1 | 71.4 | 51.6 | 59 | Yes | Yes |
| African American | 40 | 100 | 35 | 32.5 | 17.5 | 15 | 40 | 25.3 | 26.9 | Yes | Yes |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 76.5 | 71.3 | I/S | I/S |
| Hispanic | 15 | 100 | 30.8 | 53.8 | 7.7 | 7.7 | 38.5 | 26.6 | 38.1 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 15 | 100 | 28.6 | 42.9 | 28.6 | 0 | 35.7 | 17.1 | 17.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 16 | 100 | 28.6 | 50 | 7.1 | 14.3 | 42.9 | 30.1 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 76 | 100 | 31.5 | 46.6 | 13.7 | 8.2 | 31.5 | 31.9 | 31.4 | No | Yes |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|

Science

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|------|------|
| All Students | 138 | 100 | 23.9 | 31.3 | 20.9 | 23.9 | 44.8 | 26.4 | 35.7 | 96.9 | 96.2 |
| Gender | | | | | | | | | | | |
| Male | 65 | 100 | 23.4 | 26.6 | 21.9 | 28.1 | 50 | 27.3 | 37.4 | 96.8 | 96.2 |
| Female | 73 | 100 | 24.3 | 35.7 | 20 | 20 | 40 | 25.5 | 33.8 | 97 | 96.3 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 100 | 100 | 17.3 | 32.7 | 22.4 | 27.6 | 50 | 33.3 | 49.2 | 96.7 | 96 |
| African American | 26 | 100 | 42.3 | 23.1 | 15.4 | 19.2 | 34.6 | 10.6 | 17 | 97 | 96.6 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 58 | 98 | 97 |
| Hispanic | 11 | 100 | 44.4 | 33.3 | 22.2 | 0 | 22.2 | 11 | 24.9 | 97.9 | 97.3 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 37.4 | N/A | 96.3 |
| Disability Status | | | | | | | | | | | |
| Disabled | 10 | I/S | I/S | I/S | I/S | I/S | I/S | 12 | 14 | 96.5 | 95.3 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 21.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 11 | 100 | 33.3 | 44.4 | 22.2 | 0 | 22.2 | 10.1 | 24.4 | 98.1 | 97.4 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 46 | 100 | 44.2 | 39.5 | 11.6 | 4.7 | 16.3 | 17 | 21.1 | 96.3 | 95.8 |

Social Studies

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|------|------|
| All Students | 140 | 100 | 27.5 | 34.1 | 21 | 17.4 | 38.4 | 20.5 | 34 | 96.9 | 96.2 |
| Gender | | | | | | | | | | | |
| Male | 73 | 100 | 30.1 | 32.9 | 16.4 | 20.5 | 37 | 21.9 | 36.6 | 96.8 | 96.2 |
| Female | 67 | 100 | 24.6 | 35.4 | 26.2 | 13.8 | 40 | 19 | 31.3 | 97 | 96.3 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 101 | 100 | 23 | 32 | 22 | 23 | 45 | 24.9 | 44.5 | 96.7 | 96 |
| African American | 28 | 100 | 50 | 35.7 | 14.3 | 0 | 14.3 | 9.8 | 19.1 | 97 | 96.6 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 42.9 | 58.9 | 98 | 97 |
| Hispanic | 10 | I/S | I/S | I/S | I/S | I/S | I/S | 10 | 27.5 | 97.9 | 97.3 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 32.7 | N/A | 96.3 |
| Disability Status | | | | | | | | | | | |
| Disabled | 11 | 100 | 54.5 | 27.3 | 0 | 18.2 | 18.2 | 10.2 | 14.4 | 96.5 | 95.3 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 22.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 11 | 100 | 10 | 50 | 30 | 10 | 40 | 12.4 | 27.3 | 98.1 | 97.4 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 53 | 100 | 50 | 34.6 | 5.8 | 9.6 | 15.4 | 12.7 | 21 | 96.3 | 95.8 |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|-----------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts | | | | | | | | |
| 2007 | 3 | 67 | 100 | 12.7 | 25.4 | 57.1 | 4.8 | 61.9 |
| | 4 | 81 | 100 | 21.5 | 35.4 | 40.5 | 2.5 | 43 |
| | 5 | 78 | 100 | 27.3 | 46.8 | 26 | 0 | 26 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 66 | 100 | 7.8 | 34.4 | 42.2 | 15.6 | 57.8 |
| | 4 | 65 | 100 | 12.7 | 31.7 | 42.9 | 12.7 | 55.6 |
| | 5 | 82 | 100 | 26.8 | 31.7 | 39 | 2.4 | 41.5 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Mathematics | | | | | | | | |
| 2007 | 3 | 67 | 100 | 9.5 | 42.9 | 12.7 | 34.9 | 47.6 |
| | 4 | 81 | 100 | 19 | 25.3 | 19 | 36.7 | 55.7 |
| | 5 | 78 | 100 | 16.9 | 53.2 | 14.3 | 15.6 | 29.9 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 66 | 100 | 10.9 | 37.5 | 14.1 | 37.5 | 51.6 |
| | 4 | 65 | 100 | 11.1 | 34.9 | 23.8 | 30.2 | 54 |
| | 5 | 82 | 100 | 14.6 | 37.8 | 24.4 | 23.2 | 47.6 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Science | | | | | | | | |
| 2007 | 3 | 33 | 100 | 22.6 | 32.3 | 45.2 | 0 | 45.2 |
| | 4 | 81 | 100 | 39.2 | 34.2 | 12.7 | 13.9 | 26.6 |
| | 5 | 40 | 100 | 46.2 | 43.6 | 7.7 | 2.6 | 10.3 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 33 | 100 | 6.5 | 25.8 | 41.9 | 25.8 | 67.7 |
| | 4 | 65 | 100 | 22.2 | 39.7 | 19 | 19 | 38.1 |
| | 5 | 40 | 100 | 40 | 22.5 | 7.5 | 30 | 37.5 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Social Studies | | | | | | | | |
| 2007 | 3 | 34 | 100 | 9.4 | 53.1 | 28.1 | 9.4 | 37.5 |
| | 4 | 81 | 100 | 25.3 | 39.2 | 16.5 | 19 | 35.4 |
| | 5 | 38 | 100 | 52.6 | 39.5 | 2.6 | 5.3 | 7.9 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 33 | 100 | 9.1 | 51.5 | 24.2 | 15.2 | 39.4 |
| | 4 | 65 | 100 | 22.2 | 27 | 27 | 23.8 | 50.8 |
| | 5 | 42 | 100 | 50 | 31 | 9.5 | 9.5 | 19 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |

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N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample